

ACADEMIC AFFAIRS AND PROGRAM COMMITTEE
June 17, 1999
EXECUTIVE SUMMARY AND ATTACHMENTS

1. Minutes of the Academic Affairs & Program Committee Meeting:
April 15, 1999

COMMITTEE ACTION:

To agree by consensus to approve the minutes of the Academic Affairs and Program Committee meeting held on April 15, 1999 as written (Item 1, attached).

Item 1

ACADEMIC AFFAIRS AND PROGRAM COMMITTEE

Unapproved Minutes
519 Alex D. Creek Building
Eastern Idaho Technical College
Idaho Falls, Idaho
April 15, 1999
1:15 p.m. - 2:30 p.m.

PRESENT:	Harold W. Davis, Chair, SBOE	Jonathan Lawson, ISU
	Tom Boyd, SBOE	Rita Morris, LCSC
	DeVere Burton, SDVE	Brian Pitcher, UI
	Bob West, SDE	Luke Robins, EITC
	Jerry Gee, NIC	Robin Dodson, OSBE
	Daryl Jones, BSU	Lynn Humphrey, OSBE

GUEST: Hector deLeon, SDVE **EXCUSED:** Jerry Beck, CSI

1. Minutes of the Academic Affairs & Program Committee Meeting: March 18, 1999

ACTION: It was agreed by consensus to approve the minutes of the Academic Affairs and Program Committee meeting held on March 18, 1999 as written.

2. Minutes of the Council on Academic Affairs & Programs Meetings: February 9, 1999 and March 18, 1999

ACTION: It was agreed by consensus to accept the minutes of the Council on Academic Affairs and Programs meetings held on February 9, 1999 and March 18, 1999 as written.

3. First Reading of Program Approval and Discontinuance Policy

Since approximately 1990, the only requests that the AAPC and full Board have acted on were new program requests (i.e., certificates, degrees, etc), and those requests with a fiscal impact over \$150,000. The Executive Director was delegated the authority to approve all other requests. Currently, the Executive Director is seeking clarification on requests related to schools, colleges and administrative units. As a result, this topic was discussed at the March SBOE meeting in an attempt to solicit Board input and by the Council on Academic Affairs and Programs (CAAP). The Council, by consensus, agreed to forward to AAPC and the full board proposed changes to the Program Approval and Discontinuance policy as exhibited in Item 3 for consideration and action.

ACTION: It was agreed to forward the modifications to the Program Approval and Discontinuance Policy as exhibited in Item 3 to the full board for its consideration

and action with a recommendation to approve for first reading.

4. First Reading of Accreditation Policy

During the 1999 Legislative deliberation of SB 1255 (endorsed by the State Board of Education), there was some discussion between Board staff and various legislators regarding accreditation and those accrediting agencies recognized by the Board. As a consequence, it was determined that the Board policy on Accreditation was in conflict with Idaho Code 33-107 (6)(a) and 33-2401 in terms of Board recognition of an acceptable accreditation agency that is also recognized by the U.S. Department of Education.

Board staff reviewed the Idaho Code and Board policy and consequently proposed new language to the current State Board of Education Accreditation Policy that parallels language in Idaho Code 33-107 and 33-2401. Those changes essentially provide for Board recognition of those accrediting bodies also recognized by the U.S. Department of Education.

ACTION: It was agreed to forward the modifications to the Accreditation Policy as exhibited in Item 4 to the full board for its consideration and action with a recommendation to approve for first reading.

5. Final Reading of Prior Learning Policy Change

The Council on Academic Affairs and Programs (CAAP) considered changes to the Board's policy on Prior Learning at its February 9, 1999 and March 30, 1999 meetings. The Board approved the policy changes for first reading at its March 18, 1999 meeting and there have been no additional revisions to the proposed policy since that time.

The policy modifications recognize changes in the workplace, the value of life experiences and independent learning opportunities for students through the award of credit for knowledge acquired by non-traditional means. The policy presents a more simplified approach by allowing the institutions to develop their own prior learning policies within the constraints of Board policy and the policies of the Northwest Association of Schools and Colleges.

There was a minor grammatical correction on page 24 of the policy (change "have" to "has").

ACTION: It was agreed to forward the modifications to the Prior Learning Policy as exhibited in Item 5 with the minor grammatical correction to the full board for its consideration and action with a recommendation to approve for final reading.

6. Final Reading of Articulation and Associate Degree Policy Change

Dr. Robin Dodson explained that the policy change is the final step of the Board's charge to restructure the general education core of the A.A.S. degree. Through significant efforts on the part of the campuses, administrators, Board staff and the Division of Vocational Education, the new Associate of Applied Science degree requirements were added to the existing associate degree policy. The proposed changes to the Articulation and Associate Degree Policy have been widely distributed and discussed with no additional comments or changes received since the first reading of the policy.

Dr. DeVere Burton expressed the State Division of Vocational Education's support of the proposed changes to the policy especially given the assurances received from the Provosts at the last meeting.

ACTION: It was agreed to forward the modifications to the Articulation and Associate Degree Policy as exhibited in Item 6 to the full board for its consideration and action with a recommendation to approve for final reading.

7. New Academic Programs: Full Proposal, Master of Science, Landscape Architecture at the University of Idaho

At its June 1998 meeting, the State Board of Education approved the University of Idaho's notice of intent to develop a Master of Science in Landscape Architecture (MSLA). Since that time, the University of Idaho has been working cooperatively with Washington State University to develop a full proposal for AAPC and full Board consideration. At its March 30, 1999 meeting, the Council on Academic Affairs and Programs considered and recommended approval of the full proposal for the Master of Science in Landscape Architecture at the University of Idaho.

Dr. Brian Pitcher explained that the request is the result of collaboration between the Department of Horticulture and Landscape Architecture at Washington State University and the Department of Landscape Architecture at the University of Idaho. Faculty from both institutions will provide graduate instruction in Landscape Architectural design. This is also a new program for WSU and was approved about six months ago.

UI faculty has applied for three grants to help provide funding support for students. The program is scheduled to begin in the Fall of 1999. Dr. Pitcher does not expect that there will be large numbers of students enrolled initially, but expects the program to grow over time. Currently, there is no such program offered by other universities in the region. In response to a question from Mr. Boyd, Dr. Pitcher also addressed the integration of curriculum offered by UI and WSU. The strength of the UI faculty is rural landscape design; the strength of the faculty on the WSU campus is horticulture and construction, with faculty in Spokane focusing more on urban design.

In response to question from Mr. Harold W. Davis, Drs. Pitcher and Robins mentioned that this is a potential area of opportunity for collaboration with EITC's new greenhouse. For example, EITC's grant for the greenhouse was funded in part through a Kellogg 20-20 grant with the University of Idaho that provided seed money for EITC's program. Dr. Luke Robins also described the partnership with students enrolled in the professional-technical high school. EITC will eventually look to develop a two-year horticulture program, with possible articulation into a baccalaureate degree program at the University of Idaho.

ACTION: It was agreed by consensus to forward to the full board for its consideration and action the Full Proposal to establish a Master of Science in Landscape Architecture at the University of Idaho with a recommendation to approve.

8. Hispanic Education Task Force – Indian Education Report

The Hispanic Education Task Force and Indian Education Committee Budgetary Recommendations were distributed (Attachments A and B) and presented by Mr. Hector deLeon of the State Division of Vocational Education at the request of the chairs of each of those Committees who were not able to attend the meeting. He summarized the Pre-service and In-service Multi-cultural Education and "Grow-Your-Own Teacher" Programs.

In December 1998, the 70% Committee and the State Board of Education adopted a resolution for preparing teachers in multi-cultural education. The adoption of the resolution reinforced Idaho's desire to close the academic gap between Native American, Hispanic and other minority students with those of their Anglo counterparts, reduce the drop-out rate, and develop a plan for training Idaho's teachers in multi-cultural education. At the March 1999 State Board of Education meeting, the Board approved \$1.2 million for Pre-service and In-service Multi-cultural Education and \$350,000 for the "Grow-Your-Own Teacher" Program to be included in the Board's FY 2001 budget request.

As the Hispanic Education Task Force and the Indian Education Committee developed their recommendations, Dr. Carole McWilliam who served as chair of the 70% Committee at the time, explained that recommendations with a fiscal impact would have to be forwarded to the Board by February. Mr. deLeon stated that the Committees' intent is not to come to the table to ask specifically for money; but rather to ask the Board to partner with them to seek funding from the state Legislature for these specific programs that will be very effective in addressing the drop-out rate and the low Iowa Test of Basic Skills scores. He hoped that the budgetary recommendations that the committees have worked so hard to develop do not get caught in the political battle surrounding the role and responsibility of the various board committees.

Mr. Harold W. Davis envisioned that the 70% Committee would serve as advocate for the program, and then seek "buy-in" from the AAPC on those issues that impact academic affairs, and from the Finance Committee on those issues that impact funding. In response, Dr. Dodson stated that while Mr. Davis was correct, he identified the current issue to be one of lack of communication. He added that these two programs would have an impact on the institutions in the areas of teacher preparation and funding. To date, the chief academic officers have not had formal discussions about these programs, although the Deans of the Colleges of Education have met jointly with the 70% committee. The question still to be resolved was whether the budget requests would come from the institutions, the Department of Education, or as a specific line item in the Board's budget.

Mr. Harold W. Davis requested that the academic officers and Dr. Bob West review the details of the programs to identify how the initiatives will impact the Colleges of Education, the institutions and the State Department of Education and report back to the Committee at the June meeting. From there, he would like the Finance Committee to address the issue of funding. In response, the point was made that there is not always a clear division between the financial and academic aspects of new programs. For example in their capacity as chief academic officers, the academic vice presidents manage the budget for their institutions. In addition to the identified costs of the initiatives, there may be additional costs to consider such as faculty staffing issues. There was some question about the timing of Board budget deliberations, but the chief academic officers felt they could have recommendations to the Board by June. Mr. deLeon was invited to attend the June Board meeting to hear the recommendation of the Council on Academic Affairs and Programs (CAAP).

At Mr. Davis' request, Dr. Mike Rush explained the circumstances surrounding the development of the initiatives. He stated that he believed that the Grow Your Own Teacher Project could be funded as a special project either through the Board or Department's budget much like the Technology Incentive Grants with staff allocating the funding to the institutions. He thought that the Pre-Service and In-Service Multi-cultural Program would have to be funded through the institutions' budgets because of the complex nature of the proposal and its varying effects upon the institutions.

Dr. Jonathan Lawson stated that these programs would probably be viewed favorably and would be supported by the institutions; however, the current frustration experienced by the academic officers is that of not being involved in the discussions of these and similar initiatives. The academic officers are responsible for implementing these types of initiatives on the campuses and this is difficult given the structure and lack of representation on the 70% Committee. He felt that if the provosts had the opportunity to be involved at the outset there would not be the confusion that presently exists of where the funding will come from.

Mr. deLeon's recommendation is that funding for the Grow Your Own Teacher program be included in the Board's budget as a line item, and the other initiative be included in the institutions' budgets.

9. Western Governors University Enrollments

Dr. Robin Dodson stated that enrollments at Western Governors University were difficult to obtain but he was told that there are currently approximately 100-125 students enrolled. It appears that the overall original concept of WGU has changed. They appear to be moving in the direction of providing training for businesses.

10. National Certification for Teachers/Master Teacher

Dr. Bob West, Deputy Superintendent of the State Department of Education, summarized for the Committee the National Certification/Master Teacher initiative and the new legislation (SB 1091) which provides a salary increase of \$2,000 per year for five years for each teacher successfully completing the National Board Certification for Teachers. The Albertson Foundation is funding the \$2,000 bonuses and is providing significant support to the Colleges of Education to mentor those teachers going through the process. It is expected that approximately 60 teachers per year will apply for the certification and that the number of applicants will drop significantly after Albertson's funding expires in 2002.

Dr. West also briefly discussed the impact of the recently passed Reading Initiative (House Bill 178) upon the Colleges of Education. Approximately \$500,000 has been appropriated to the institutions for the Colleges of Education to review their teacher preparation programs in the area of reading for pre-service teachers. By 2002 all teacher education graduates seeking K-8 teacher certification will have to pass a competency exam. Dr. Greg Fitch is currently studying the implications of how the money is to be distributed to the institutions.

The discussion of What Matters Most was deferred to the full Board during Committee Reports on Friday, April 16, 1999.

The meeting was adjourned at 2:30 p.m.

2. Minutes of the Higher Education Research Council Meeting: March 2, 1999

COMMITTEE ACTION:

To agree by consensus to accept the minutes of the Higher Education Research Council Meeting held on March 2, 1999 as written (Item 2, Page 9).

APPROVED MINUTES
HIGHER EDUCATION RESEARCH COUNCIL MEETING

Present: General Darrell Manning, Chair
Dr. Richard Bowen
Dr. Dennis Stevens
Dr. James Hottois
Dr. Brian Pitcher
Dr. Charles Ruch
Dr. Doyle Markham
Dr. Robin Dodson
Randi McDermott

I. Minutes

- A. MSC(Hottois/Stevens): To approve the minutes of September 1, 1998.**
B. MSC(Bowen/Hottois): To approve the minutes of October 6, 1998.

II. Research Center Grant Program

HERC received the On-site Evaluation Panel's final report for the FY 1999 Research Center Grant Program competition.

MSC(Ruch/Hottois): To concur with the evaluation panel's final report and forward a recommendation to the Board to fund the Center for Ecological Research and Education at the amount requested.

Dr. Bowen expressed his thanks to the Council on behalf of ISU, stating this was their first year being funded under this program and that they are appreciative of it.

III. Statewide Science & Technology Plan

Dr. Dodson reported to the Council that he and others from the Board office met with the new Director at the Department of Commerce, Gary Mahn, and discussed Board initiatives including the Statewide Science and Technology Plan. He indicated that further communication with Mr. Mahn is expected in the near future.

General Manning noted that Governor Kempthorne is interested in the plan, and that further development will likely need to occur once the Governor has had a chance to look at it closely.

It was noted that the Council's recommendation for Statewide Science & Technology Advisor, David Cauffman, is employed by Lockheed-Martin. Once their contract with INEEL runs out it is unknown what his plans will be. It was suggested that members be thinking of alternate individuals to recommend in the event that Dr. Cauffman leaves his position at INEEL.

IV. Other

Dr. Dodson reported on JFAC's recommendation not to restore funding to the Specific Research Grant Program. It was noted that the state of the budget is as big a problem as anything. There was a general consensus that, assuming the Board is for it, the Council keep the issue at the forefront and continue to be proactive. It was also suggested that the Presidents keep the Governor updated through their interaction with him, and that information to other governing entities may also prove helpful in bringing in additional support.

Staff reported that the HERC website is in development and took suggestions on what should be included.

There was general consensus to have the staff begin with editorial revisions to the HERC policy manual. Sections that are outdated or not aligned with the Board's new HERC policy will be highlighted and brought to the Council for consideration in the future.

The meeting was adjourned at 2:10pm.

3. Higher Education Research Council

a. HERC Funding Recommendations for FY 2000

BACKGROUND:

The Legislature appropriated funds to the college and universities for academic research in three specified programs; Infrastructure, Matching Grants and Research Center Grants. The Higher Education Research Council (HERC) forwards its recommendation to the SBOE for approval of the allocation of FY 2000 appropriated funds.

DISCUSSION:

Infrastructure: HERC has allocated \$600,000 per year for infrastructure programs at BSU, ISU, LCSC & UI for several years. The Council recommends the same allocation for FY 2000.

Matching Grants:

HERC has committed up to 24% of their total allocation for the NSF-EPSCoR match for several years according to the SBOE policy. Because the legislative appropriation is \$500,000 less this year, 24% of the total allocation is significantly less than it has been in the past. Therefore, the Council recommends the SBOE make an exception to the 24% limitation and commit \$600,000 for the NSF-EPSCoR match (\$1,000,000 federal) for FY 2000.

Research Center Grants:

The SBOE recently approved funding of their newest research center, the Center for Ecological Research and Education at Idaho State University, therefore, the Council recommends funding to this Center in FY 2000 at the requested amount of \$342,300.

STAFF RECOMMENDATIONS:

Approve the requested allocations.

COMMITTEE ACTION:

It was agreed to forward the requested FY 2000 allocation of appropriated funds for the Higher Education Research Council programs as exhibited in Item 3a to the full Board with a recommendation to approve / disapprove / table.

BOARD ACTION:

It was moved by _____ and carried to approve / disapprove / table the FY 2000 allocation of appropriated funds for the Higher Education Research Council as exhibited in Item 3a.

Higher Education Research Council

b. EPSCoR Appointment

BACKGROUND:

The Board's Higher Education Research Council has recommended the appointment of Dr. Carole McWilliam to the Statewide EPSCoR Committee. Dr. McWilliam's interest and experience will provide the Committee with additional strengths to accomplish their assigned duties and responsibilities.

DISCUSSION:

During Dr. McWilliam's tenure as a State Board of Education member she took great interest in the EPSCoR program, not only statewide but also nationally. In addition, she continued to advocate the need for a statewide plan for science and technology and the need to give the private sector greater input in the Idaho EPSCoR program.

STAFF RECOMMENDATIONS:

Approve the requested appointment.

COMMITTEE ACTION:

It was agreed to forward the request to appoint Carole McWilliam to the Statewide EPSCoR Committee to the full Board with a recommendation to approve / disapprove / table.

BOARD ACTION:

It was moved by _____ and carried to approve / disapprove / table the appointment of Carole McWilliam to the Statewide EPSCoR Committee for a term of three years from June 1999 through June 2002.

4. Idaho Technology Incentive Grant Awards

BACKGROUND

In 1997, the SBOE created a competitive grant program to promote the creation and use of alternative methods of instruction. The goals of the program are to increase the rate and quality of student learning; increase faculty productivity; increase access to educational programs; and to control costs. Approved funding for projects since the programs inception is as follows:

	BSU	ISU	LCSC	UI	CSI	NIC	EITC	Totals:
FY 1997	\$360,600	\$103,700	\$175,500	\$792,500				\$1,432,300
FY 1998	\$386,600	\$1,000,800	\$259,500	\$821,100	\$8,700	\$69,700		\$2,546,400*
FY 1999	\$346,800	\$394,200	\$139,100	\$463,600			\$88,900	\$1,432,600*
Totals:	\$1,094,000	\$1,498,700	\$574,100	\$2,077,200	\$8,700	\$69,700	\$88,900	\$5,411,300

*Multi-year projects increase the total beyond what were actually allocated in FY1998 & FY1999.

DISCUSSION

In FY 1998 and FY 1999 the Board approved technology incentive grants with extended funding components. A brief description of each is listed on the attached pages along with productivity information to date and the amount of funding requested in the second or third year of operation (FY2000).

A competition for the remaining FY 2000 funds was conducted in April and May. Seventeen proposals were received from the four public institutions. All underwent the three-tiered peer review. The recommendation from the final review tier is to fund six projects (four as proposed, 2 with conditions). A brief description of each is listed on the attached pages along with the amount of funding requested for each year of operation.

STAFF RECOMMENDATION

To fund the Technology Incentive Grants in FY2000 as recommended.

COMMITTEE ACTION

It was agreed to forward the requested FY 2000 allocation of the Idaho Technology Incentive Grants as exhibited in Item 4 to the full Board with a recommendation to approve / disapprove / table.

BOARD ACTION

It was moved by _____ and carried to approve / disapprove / table funding for the Technology Incentive Grants in FY 2000 as recommended in Item 4.

ITEM 4**CONTINUED FUNDING FOR FY1998 & FY1999 PROJECTS**

	1st year amount	2nd year amount	3rd year amount	Total amount
FY98 An Idaho Virtual Campus II	\$212,700	\$209,000	\$209,000	\$630,700
FY98 Bridging Instrumental Technologies Between Idaho Colleges & Universities	\$130,800	\$28,600	\$14,100	\$173,500
FY98 Bridging the Chasm: Cooperative Development of Faculty Development Resources	\$107,500	\$197,000	\$86,400	\$390,900
FY98 Student Technology-Based Electronic Portfolio Project	\$73,800	\$78,100	\$76,800	\$228,700
FY99 An Idaho Virtual Campus Extension	\$74,100	\$74,000		\$148,100
FY99 Developing a Model for Distance Delivery of Studio Based Art Courses	\$130,500	\$37,200	\$32,300	\$200,000
FY99 Earth System Science Digital Atlas of Southern Idaho	\$165,200	\$85,300		\$250,500
TOTAL FY2000 COSTS FOR FY98 & FY99 PROJECTS:		\$582,800		

FY2000 PROJECTS RECOMMENDED FOR APPROVAL

	1st year amount	2nd year amount	3rd year amount	Total amount
A New Learning Environment: Expanding Environmental Science Degree Course Offerings in Idaho	\$162,700	\$106,000	\$42,700	\$311,400
Computer Assisted Instruction Modules for Undergraduate Surveying	\$99,100			\$99,100
Digital Atlas of Idaho	\$270,000	\$192,600	\$118,300	\$580,900
Enhanced Educational Delivery for Health Professionals & Paraprofessionals	\$203,000	\$118,300	\$54,200	\$375,500
IDEA: A Collaborative Project to Deliver and Certify Addiction Studies Coursework*	\$196,400			\$196,400
The Idaho Virtual Incubator: A Learning Lab for Business in the 21 st Century*	\$236,000			\$236,000
TOTAL COSTS FOR FY2000 PROJECTS:	\$1,167,200	\$416,900	\$215,200	\$1,799,300

* The external review panel determined these projects to be worthy of funding if certain conditions were met first. With Board approval, revisions for these two projects will be requested. If the revisions meet the requirements as outlined by the external reviewers (to be determined by Board staff), funding in the amount identified will be released. If the conditions are not met, the projects will not be funded this cycle.

CONTINUED FUNDING FOR FY1998 & FY1999 PROJECTS

IDAHO VIRTUAL CAMPUS II

PRINCIPAL INVESTIGATORS	INSTITUTIONS	DEPARTMENTS	AMOUNT REQUESTED
Robert J. Kearney	UI	Physics	1 st YEAR \$212,700
Michael Odell	ISU	Teacher Education	2 nd YEAR \$209,000
Scott S. Hughes	BSU	Chemistry	3rd YEAR \$209,000
Ted J. Singletary		Geology	
		Biology	
			TOTAL \$630,700

The objectives of this project are to develop, evaluate and deliver at least 15 graduate and 5 undergraduate web-based courses, and a WWW-based Master's program in both Education and Science. This project builds on an FY 1997 funded project that developed and delivered three web-based courses.

Progress to date: Three progress reports for this project have been received. The project is proceeding as planned and has thus far impacted 44 faculty members and 892 students. The project has also resulted in 2 publications, 10 presentations and 21 web based courses.

BRIDGING INSTRUMENTAL TECHNOLOGIES BETWEEN IDAHO

COLLEGES AND UNIVERSITIES

PRINCIPAL INVESTIGATORS	INSTITUTIONS	DEPARTMENTS	AMOUNT REQUESTED
Peter R. Griffiths	UI	Chemistry	1 ST YEAR \$130,800
Arthur Rourke	LCSC	Biological Sciences	2 ND YEAR \$28,600
Christine M. Pharr		Natural Sciences	3rd YEAR \$14,100
Joanna Schultz			
			TOTAL \$173,500

The objective of this project is to enhance undergraduate education in the physical and biological sciences by establishing electronic links between teaching laboratories at LCSC and a 300-MHZ nuclear magnetic resonance (NMR) spectrometer currently installed in the UI Chemistry Department and a DNA sequencing laboratory set up in the UI Department of Biological Sciences.

Progress to date: Three progress reports for this project have been received. The project is proceeding as planned and has thus far impacted 6 faculty members and 12 students. It has also resulted in 3 course enhancements.

BRIDGING THE CHASM:

COOPERATIVE DEVELOPMENT OF FACULTY DEVELOPMENT RESOURCES

PRINCIPAL INVESTIGATORS	INSTITUTIONS	DEPARTMENTS	AMOUNT REQUESTED
Daryl Jones	BSU	Acad Vice Presidents/Provosts	1 st YEAR \$107,500
Brian Pitcher	UI		2 nd YEAR \$197,000
Jonathan Lawson	ISU		3rd YEAR \$86,400
Rita Rice Morris	LCSC		
			TOTAL \$390,900

The objective of this project is to increase the participation rate of mainstream faculty in utilizing new technologies by: a) the development of alternative support and adoption strategies, b) the cooperative development of faculty training materials, and c) the establishment of facilities designed to support mainstream faculty working with new media teaching tools.

Progress to date: Three progress reports for this project have been received. The project is proceeding as planned and has thus far impacted 1117 faculty members and has resulted in 1 presentation.

CONTINUED FUNDING FOR FY1998 & FY1999 PROJECTS

STUDENT TECHNOLOGY-BASED ELECTRONIC PORTFOLIO PROJECT

PRINCIPAL INVESTIGATORS	INSTITUTIONS	DEPARTMENTS	AMOUNT REQUESTED	
			1 st YEAR	\$73,800
			2 nd YEAR	\$78,100
			3rd YEAR	\$76,800
			TOTAL	\$228,700

The objective of this project is to increase the rate and quality of learning in teacher education students through an innovative technology-based electronic portfolio system. The purpose is to aid students in the creation of their portfolios, support collaboration of faculty in the disciplines of education, physical and natural sciences, humanities, fine arts, social sciences, and mathematics. This project will also track student progress and measure the overall effects on the rate and quality of student learning, faculty professional development and productivity, access to educational programs and technology, interdisciplinary collaboration, and efficiency of instruction.

Progress to date: Three progress reports for this project have been received. The project is proceeding as planned and has thus far impacted 102 faculty members and 265 students. This project has also resulted in 4 publications, 2 presentations and 3 multimedia courses.

AN IDAHO VIRTUAL CAMPUS-EXTENSION

PRINCIPAL INVESTIGATORS	INSTITUTIONS	DEPARTMENTS	AMOUNT REQUESTED	
			1 st YEAR	\$74,100
			2nd YEAR	\$74,000
			TOTAL:	\$148,100

The objectives of this project are to implement an innovative mentoring - extension and dissemination strategy and expand offerings and services to the growing number of potential distance learners throughout Idaho. The initial audience was to include 255 K-12 educators/administrators who will be provided with both "distance" and "direct" services leading to the implementation of IVC programs in all Idaho school districts. During the award period, an anticipated total approaching 1000 or more additional teachers may participate in various IVC on-line functions. The overall goal of this project is to provide all K-12 school teachers with the latest, proven models for teaching and learning, while creating an opportunity for professional development and collegiality among often-isolated educators.

Progress to date: One progress report for this project has been received. The project is proceeding as planned and current activities include preparation for summer workshops for teachers.

CONTINUED FUNDING FOR FY1998 & FY1999 PROJECTS

DEVELOPING A MODEL FOR DISTANCE DELIVERY OF STUDIO BASED ART COURSES

PRINCIPAL INVESTIGATORS	INSTITUTIONS	DEPARTMENTS	AMOUNT REQUESTED	
Richard Higgs	UI	Art	1 ST YEAR	\$130,500
Sally Machlis	Skyline H.S.	Teacher Education	2ND YEAR	\$37,200
Frank Cronk	Sandpoint H.S.		3 RD YEAR	\$32,300
Dan Shook			TOTAL:	
Jane Winston			\$200,000	

The objectives of this project are to build, test, and refine a model to support the efficient and effective delivery of UI studio based art courses to advanced high school students via available digital technologies. The significance of this research is the possibility of 1) providing for increased quality of learning, 2) providing UI college credit in studio art for advanced high school students, 3) providing advanced placement curricula for Idaho high school art teachers, 4) decreasing the "resident" time (and cost of higher education) for Idaho students, 5) recruiting high school students to Idaho colleges and universities, 6) increasing enrollment in credit courses at the UI, regardless of whether the students ultimately pursue college careers in Idaho, and 7) ultimately providing studio based art courses for off-campus, non-traditional students.

Progress to date: One progress report for this project has been received. The project is proceeding as planned and has thus far impacted 6 faculty members and 109 students. This project has also resulted in 2 presentations and the development of 5 web based courses.

EARTH SYSTEM SCIENCE DIGITAL ATLAS OF SOUTHERN IDAHO

PRINCIPAL INVESTIGATORS	INSTITUTIONS	DEPARTMENTS	AMOUNT REQUESTED	
Paul K. Link	ISU	Geological Sciences	1 ST YEAR	\$165,200
John A. Welhan	BSU	Biological Sciences	2ND YEAR	\$85,300
Charles Peterson		ID Museum of Natural History	TOTAL:	
Stefan Sommer		Idaho Geological Survey	\$250,500	
J. McNamara				
Keith Weber				

The objective of this project is to construct a GIS-based Interactive Digital Atlas on a CD-ROM linked to Web Sites of the Idaho Geological Survey and ISU College of Education. Data sets dealing with geography, surface and subsurface geology, seismic activity, hydrology, and terrestrial vertebrate and insect ecology will be linked via ArcVIEW and Visual-Basic Map-Objects Graphical-User-Interfaces. Workshops to train public school teachers in the use of the Digital Atlas will be offered and touchscreen kiosks hooked to the Atlas will be provided at the Idaho Museum of Natural History. The Atlas will also be used in ISU College of Education workshops. This proposal uses expertise at Idaho State and Boise State Universities, the Idaho Museum of Natural History, and Idaho Geological Survey, and builds on 1997 Technology grants to ISU-BSU GIS Teaching and Research Labs and An Idaho Virtual Campus.

Progress to date: One progress report for this project has been received to date. The project is proceeding as planned and has thus far impacted 15 faculty members and 15 students. Current activities include the development of the CD-ROM and link to the Website and preparation of workshops for Summer and Fall.

FY 2000 NEW PROJECTS

A NEW LEARNING ENVIRONMENT: EXPANDING ENVIRONMENTAL SCIENCE DEGREE COURSE OFFERINGS IN IDAHO

PRINCIPAL INVESTIGATORS		INSTITUTIONS	DEPARTMENTS		AMOUNT REQUESTED	
Margrit von Braun	James Osiensky	UI	Environmental Science	Geology	1ST YEAR	\$162,700
Ronald Crawford	Stephen Cooke	CSI	Chemical Engineering	Law	2 ND YEAR	\$106,000
Douglas Lind	Ronald Robberecht	NIC	Microbiology, Molecular	Political Science	3 RD YEAR	\$42,700
Robert Mahler	Patrick Wilson		Biology, and Biochemistry	Biology		
Dale Goble	Maxine Dakins		Agricultural Economics	Philosophy		
	Margaret Hinman		Range Resources			
			Plant, Soils & Entomological			
			Sciences			
					TOTAL:	\$311,400

This project will extend a degree completion program to nontraditional Idaho students in collaboration with University Place, CSI and NIC. Over a three-year period, twelve courses will be designed, developed and delivered at off-campus centers via compressed video and the Internet. The multidisciplinary curriculum has been selected to provide breadth and depth in Environmental Science (EnvS). A faculty development program assisted by the UI's Center for Teaching Innovation will include the development of electronic syllabi, materials and resources, and effective instructional techniques utilizing compressed video, email, and other web instructional techniques. This program will use already available technologies, instructional resources and services at the institutions to design, develop and deliver the courses.

The project will increase access to BS degree completion for a projected initial enrollment of 50 new students in each class. It will enhance productivity and collaboration among thirteen faculty members at participating institutions. Once off-campus delivery is established, this program is designed to be self-sustaining financially. The degree is unique in regional higher education and will provide a quality program for distributed education in Idaho and other intermountain states.

Analyses will be performed with the UI Office of Budget and Institutional Research to provide information regarding cost/benefits, including:

FTE Costs for Program: Based on the requested budget of \$311,400 for the design, development and delivery of 12 courses and the support services, the cost per course for 50 students is approximately \$25,950/per three credit course or \$519 per student. The continued use of the course materials for a second delivery (e.g., WGU) to off-campus students will significantly reduce the development and delivery costs. These courses will be repeatable, reducing costs for campus and off-campus instruction.

Component Costs/Benefits: Cost analysis for the core components for distance-delivered courses will be developed for: (a) course instruction; (b) support services (administration, student services, library, etc.); (c) delivery support; and (d) operations. These core components for distance learning/technology-supported learning are not well documented, and will provide substantial information for future program development.

Performance Audits: These will include assessment of the nature and quality of student learning, an analysis of the increased use of existing facilities and services, an analysis of the uses, effectiveness and costs for technologies used in program delivery, and an analysis of the program graduates' opportunities. Each audit/analysis will evaluate costs/benefits to provide measurable data and information about distance-delivered courses. However, the greatest benefit to the state of Idaho is that the UI and the other collaborating colleges and universities have provided adult learners access to a high quality degree program which opens new doors and economic opportunities for the state's residents.

FY 2000 NEW PROJECTS

COMPUTER ASSISTED INSTRUCTION MODULES FOR UNDERGRADUATE SURVEYING

PRINCIPAL INVESTIGATORS Sunil Sharma Paul B. Voeller	INSTITUTION UI	DEPARTMENTS Civil Engineering	AMOUNT REQUESTED 1ST YEAR \$99,100
			<hr/> TOTAL: \$99,100

This project will develop eight Computer Assisted Instruction (CAI) modules to supplement the existing field laboratory sessions for the first undergraduate course in Surveying taught at the three Idaho Universities, the College of Southern Idaho and North Idaho College. Faculty from these five institutions will meet to develop the content for the modules. These modules will be developed within a CAI framework that has been developed by a previous SBOE grant and will use the authoring software ToolBook II - Instructor from Asymetrix Corporation. The modules, or courseware, will be designed for access over the Internet using a browser.

Each module will provide the following features: (1) reference material, (2) modeling and simulation, and (3) an interactive tutorial and quiz to test the student's understanding. The reference material will be assembled as a multimedia, hypertext document that will include graphics, video clips with audio commentary, example problems and engineering application case histories. The most important feature of the courseware will be the tutorial, which will provide interactivity through an elaborate "branching" structure that will use instructional games and drill and practice concepts to test the student's understanding of fundamental principles.

The implementation of these modules can be expected to increase faculty productivity and provide the student with a substantially enhanced learning experience. Also, this project will demonstrate the adopted delivery process to other faculty, thus encouraging them to develop and make available similar material for other laboratory courses.

At the University of Idaho, and possibly at other institutions, the use of these modules will allow current sections sizes to increase by approximately 33%. We are confident that the students will actively use the computer-assisted instruction, thus reducing faculty workload. Also, a considerable benefit will accrue as the students will be introduced to a *new* learning method, and will have an option to use these modules away from the classroom and save questions for email or the live sessions.

FY 2000 NEW PROJECTS

DIGITAL ATLAS OF IDAHO

PRINCIPAL INVESTIGATORS		INSTITUTIONS	DEPARTMENTS	AMOUNT REQUESTED	
Paul K. Link	Reed Lewis	ISU	Geology	1ST YEAR	\$270,000
Charles Peterson	John Welhan	BSU	Biology	2 ND YEAR	\$192,600
Jim McNamara	Ernest Lohse	UI	GIS Technology & Research Center	3 RD YEAR	\$118,300
Christian Petrich	Keith Weber		ID Water Resources Research Institute		
Stefan Sommer			Idaho Geological Survey	TOTAL:	\$580,900
			Idaho Museum of Natural History		

This project is a second phase of the Digital Atlas of Idaho, building on work started under a previously approved SBOE Technology Incentive Grant, to integrate data on geology, hydrology, ecology, and anthropology into a common, Internet-accessible digital data platform so Idaho students, educators and residents can understand the spatial relationships between earth science, life science, and anthropological features, characteristics and phenomena. The phase 2 project is a three-year proposal and includes participation at all three Idaho Universities and the Idaho Geological Survey (IGS). It will extend coverage to include all of Idaho (Phase 1 only dealt with Idaho south of the Salmon River), and will significantly expand the interactive web site. Phase 2 will also add new digital coverage including an expanded ecological coverage, a digital geologic map of Idaho and geologic map index, a digital archeological data base, and an Idaho Water Atlas. The digital atlas will be incorporated into exhibits at the Idaho Museum of Natural History and be used in Sawtooth Science Institute and Idaho Science Teachers Association workshops. Faculty productivity and student learning will be increased with prepared teaching modules for courses at ISU and BSU, plus with training workshops designed for K-12 teachers. With the atlas available across the state via websites and CD, access is afforded to many types of information never before available. With the atlas integrated into touch-screen kiosks at the Idaho Museum of Natural History, access is also afforded to the over 13,000 schoolchildren who visit annually.

The existing geological map of the state of Idaho is 20 years out of date. Scores of person-years of U.S. Geological Survey and student thesis work have accumulated since the existing map was made in 1979. The present proposal will synthesize, at a cost of about \$60,000, the available geological map information for Idaho into a digital format, accessible to every Idaho teacher and student. This piggybacks on efforts that have cost state and federal governments tens of millions of dollars, with a cost-benefit ratio approaching 1/1000.

The three new sets of biological coverages by senior ISU professors will integrate data and expertise accumulated over 70 faculty-years of service at ISU. A digital compilation of data that would cost at least a million dollars if it were started from scratch will be prepared, the cost-benefit ratio for this segment approaches 1/100.

The hydrologic atlas has even more significant cost-benefit attributes. Several Idaho and Federal agencies have been, and are, charged with accumulating hydrologic databases for Idaho. However the mission of these agencies is not to integrate and interpret these data into a product that can be easily understood by students and the general public. This proposal will allow the initial preparation of interactive teaching modules that demonstrate Idaho hydrologic processes, at a cost of about \$50,000. The accumulation of this data to be integrated has cost millions of dollars of staff time over the last 100 years. The cost-benefit ratio for this part alone approaches 1/1000.

FY 2000 NEW PROJECTS

ENHANCED EDUCATIONAL DELIVERY FOR HEALTH PROFESSIONALS AND PARAPROFESSIONALS

PRINCIPAL INVESTIGATORS	INSTITUTIONS	DEPARTMENTS	AMOUNT REQUESTED	
			1ST YEAR	\$203,000
			2 ND YEAR	\$118,300
			3 RD YEAR	\$54,200
			TOTAL:	\$375,500

This is a collaborative project between ISU and community partners, including both government and non-for-profit organizations. It will create or modify five continuing education courses into a web-based distance learning format. The courses will provide training to health care professionals and paraprofessionals (HCPs) throughout Idaho. This education is in high demand, and web-based instruction will reach more students than traditional methods, and do so more cost-effectively. The project's overall goal is to improve health care in Idaho by enhancing access of HCPs to education that upgrades their skills and knowledge. Objectives include: serving a minimum of 4,400 students (and potentially 2 or 3 times that number); increase uniformity of courses & quality of education by using appropriate instructional design and delivery for distance learning; improve faculty productivity by providing instruction and assistance in designing and implementing web-based instruction; and using web-based formats to reduce costs to both students and ISU.

The potential market for these courses is considerable. With 5 courses being presented at several sites (and in some cases several times) each year, it is expected to directly serve a minimum of 4,400 students, plus each year the number of courses that are ready for delivery will increase. The project expects to access the Workforce Training Network, allowing broader marketing. Conservatively, all agreements necessary for this are expected to be in place in Year 3, allowing (at minimum) the project to double its clientele, and revenue. A yearly breakdown of grant cost and revenue follows.

	Year 1	Year 2	Year 3	Revenue is figured based on a conservative estimate of students taking the courses multiplied by the enrollment fees. It is anticipated that revenue will continue as shown beyond Year 3, or increase due to expanded marketing functions and increased enrollment anticipated in Year 3.
Revenue	\$22,500	\$44,250	\$133,500	
SBOE Funding	\$136,200	\$118,300	\$121,000	

Further, the chart above does not include cost benefits derived from travel savings. For example, currently ISU provides a traditional course analogous to the proposed *Course #1*. It requires travel to 5 sites, sometimes by car, sometimes by plane. The lodging, meals, airfare/mileage, and related costs easily exceed \$3,000, plus faculty time spent in *travel* (A faculty on a fulltime 9-month appointment and a \$35,000 salary costs almost \$30 an hour, including benefits: a high cost for sitting on a plane or driving a car). Changing to a web-based delivery system would eliminate these costs. Plus, any temporary loss of such savings due to increased course development time would be just that — temporary. Cost effectiveness is enhanced by the in-kind contributions already made by community partners to course content and design. Material from project courses can also be incorporated into regular university courses, generating tuition revenue. More significantly, the project will result in a cadre of HCPs providing safe health care, and reaches HCPs who otherwise would not be able to participate in such instruction.

FY 2000 NEW PROJECTS

IDEA: A COLLABORATIVE PROJECT TO DELIVER AND CERTIFY ADDICTION STUDIES COURSEWORK*

PRINCIPAL INVESTIGATORS	INSTITUTIONS	DEPARTMENTS	AMOUNT REQUESTED	
			1 ST YEAR	\$196,400
Robert A. Hayes Sara LaRiviere	LCSC BSU CSI	Education Social Work Addiction Studies Psychology	TOTAL: \$196,400	

This project brings together state agencies, private sector partners, and colleges in Idaho to address the need to improve Addictions Counseling Courses to meet standards for certification and to provide distance delivery of this curriculum. Objectives include:

- Develop competency-based modules for distance delivery (Internet based with ability to translate to compressed video environments) of 8 courses
- Pilot, evaluate, revise, and implement courses on an ongoing basis
- Train faculty from each State Institution for Higher Education and cooperating private schools on techniques for instructing and managing distance-delivered coursework
- Design, test, pilot, and evaluate a comprehensive relational database linking student records, clinical supervisors, faculty, competency modules, standards testing, and placement. This site will also provide a calendar on training/coursework opportunities, links to resources, and listservs to support praxis
- Train faculty, clinical supervisors, and college staff on how to interface with the database
- Work with an advisory group to develop a long-term plan for self-sufficiency
- Evaluate the project and disseminate the results to other states and organizations interested in standards-based Addiction Studies

This project will foster effective and efficient use of resources in three ways.

- Access to training and degree completion will stabilize the existing workforce and provide easily accessible means for people to upgrade their positions. No longer will they be forced to travel long distances to workshops, classes, and clinical sites as these opportunities will be available via distance education. This strategy will be particularly useful to people in health, education, and human resource fields who are often required to show successful completion of training in this area as part of their professional development requirements.
- Many people rely on ICAD conferences for professional development. Three to four hundred people spend \$250 plus travel and expenses to attend. While we believe that ICAD is an important part of the professional development program in Idaho, there is also a need to make similar opportunities available to others in a less expensive and time-consuming fashion. Thus, people will be able to access a similar 2 credits of training for a lower cost less the travel time and expenses.
- This project will allow us to aggregate numbers from small rural communities into one large distance-delivered class thus making course delivery cost-effective to all.

**CONDITIONS TO BE MET BEFORE FUNDING COMMENCES: The external peer reviewers recommended that an explanation and clarification of courses to be developed and the course development tools to be used be provided. The Board staff will collect this information and work with the principal investigator and Board's Chief Technology Officer to determine if conditions are adequately met and the best plan of action is in place.*

FY 2000 NEW PROJECTS

THE IDAHO VIRTUAL INCUBATOR: A LEARNING LAB FOR BUSINESS IN THE 21ST CENTURY*

PRINCIPAL INVESTIGATORS	INSTITUTIONS	DEPARTMENTS	AMOUNT REQUESTED
Helen LeBoeuf-Binninger Mary Emery	LCSC CSI BSU	Business Computer Science Idaho Small Business Development Ctr Institute for Community Development	1ST YEAR \$236,000 TOTAL: \$236,000

This project will develop a collaborative effort among business development providers, rural community development organizations, college faculty, and entrepreneurs to form an Idaho Virtual Incubator. Four goals drive the Incubator project:

- Use technology to support local entrepreneurs
- Provide services to e-commerce so businesses can successfully utilize the Internet for niche and relationship marketing
- Develop electronic flexible business networks to increase profitability
- Offer Idaho students real-time experience in e-commerce as project interns

Specific objectives include:

- Enhance 14 business courses by introducing e-commerce competencies
- Provide faculty development in e-commerce-related technologies to 24 faculty
- Provide faculty development in facilitating, monitoring, and evaluating virtual internships to 24 faculty
- Develop 5 sets of e-commerce-related competencies and pilot rubrics for evaluating student success in attaining competence
- Pilot, revise, and implement 3-5 virtual internships in e-commerce
- Develop an ongoing on-line faculty support conference on topics related to e-commerce
- During the pilot and revision stage offer instruction in e-commerce to at least 700 students
- During the pilot and revision stage offer 8 students opportunities for virtual internships in e-commerce

Identifying potential Internship/Co-op placements, developing those placements, placing and supervising students, and evaluating results takes a great deal of time. Most faculty do not have the time to develop quality internships and smaller schools lack the resources for specific faculty assignments for this effort. This project provides an ongoing high quality student placement resource for students without additional faculty effort. In addition, the rubrics designed to evaluate student performance will simplify and streamline faculty evaluation duties. Faculty will then have additional time to devote to student advising. We estimate that the cost per placement for students working in the IVI will be 50% less than other placement activities.

**CONDITIONS TO BE MET BEFORE FUNDING COMMENCES: The external peer reviewers recommended that an explanation and clarification of courses to be developed and the course development tools to be used be provided. The Board staff will collect this information and work with the principal investigator and Board's Chief Technology Officer to determine if conditions are adequately met and the best plan of action is in place.*

FY 2000 NEW PROJECTS

5. IDAPA 08.01.11 Rule Change

SUBJECT:

Rules Governing Out-of-state Institutions, In-state Non-Accredited Institutions, and Correspondence or Private Courses.

BACKGROUND:

During the 1998 Legislative session, Board staff appeared before the Senate and House Education Committees to provide information to Committee members about the Board's changes to the rules governing proprietary schools. During the course of the discussion and debate it became apparent that some legislators were concerned that "certificate" included in the definition of an academic program could be misinterpreted and have unintended consequences. For example, the banking profession routinely awards certificates to employees who have completed industry-training programs. Although the rule would not apply to business that award certificates of merit for example, some legislators requested that the term "certificate" be deleted from the definition of a program in IDAPA 08.01.11.

DISCUSSION:

In the academic arena it is understood that a program is defined as a series of courses leading to the award of a certificate or degree. However, in order to respond to concerns of legislators about the proprietary school rules in general, staff is drafting the following rule change for Board consideration and action.

106. REGISTER OF ACCREDITED OUT-OF-STATE INSTITUTIONS

01. Definitions. A course is defined as set forth in Section 33-2401(5) Idaho Code. A program is defined as a series of courses leading to the awarding of a ~~certificate or~~ degree.

(7-1-00)

RECOMMENDATION:

Staff recommends approval of the Board's change to IDAPA 08.01.11, the administrative rules governing proprietary schools.

COMMITTEE ACTION:

To agree by consensus to forward the modifications to IDAPA 08.01.11 to the full board for its consideration and action with a recommendation to approve/ disapprove/ table.

BOARD ACTION:

It was moved by _____ and carried to approve/disapprove/table the revisions to IDAPA 08.01.11, rules governing out-of-state institutions, in-state non-accredited institutions, and correspondence or private courses.

6. Final Reading of Program Approval and Discontinuance Policy

BACKGROUND:

Questions have been raised by Board staff about the authority of the Board office to internally approve academic and vocational instructional programs (i.e., certificates, degrees, etc) and units (e.g., centers, schools, colleges, etc.). This topic was discussed at the March SBOE meeting in an attempt to solicit Board input before taking this item to the Council on Academic Affairs and Programs (CAAP) for consideration and recommendations. The changes to the Program Approval and Discontinuance policy recommended by CAAP were approved for first reading at the April 15, 1999 Board meeting. However, the Board also requested that those program changes approved by the Executive Director be reported periodically to the Board. That reporting requirement has been add to the policy and is forwarded to the Board for final reading as exhibited in Item 6.

DISCUSSION:

The proposed changes to the policy clarify the delegation of authority to the Executive Director to approve program, unit and title changes. Program approval and discontinuance requests must be submitted to the Executive Director 30 days prior to the implementation date, rather than 120 days. In addition, the Executive Director may at any time refer those changes to the Board for its review and action. Those new programs or other requests having a fiscal impact of \$150,000 or more will require Board approval.

RECOMMENDATION:

Staff recommends approval of the Board's revised Program Approval and Discontinuance Policy for final reading as exhibited in Item 6.

COMMITTEE ACTION:

It was agreed to forward the modifications to the Program Approval and Discontinuance Policy as exhibited in Item 6 to the full board for its consideration and action with a recommendation to approve/ disapprove/ table for final reading.

BOARD ACTION:

It was moved by _____ and carried to approve/disapprove/table the revisions to the Program Approval and Discontinuance policy for final reading as exhibited in Item 6.

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First Reading April 1999**Final Reading June 1999**Published April 1994

G. PROGRAM APPROVAL AND DISCONTINUANCE**1. Coverage.**

Academic programs and administrative units at the University of Idaho, Idaho State University, Boise State University, and Lewis-Clark State College are included in this subsection. Vocational education programs and vocational administrative units at Idaho State University, Boise State University, Lewis-Clark State College, Eastern Idaho Technical College, North Idaho College, and the College of Southern Idaho also are included.

2. Classification and Definition of Curricula.**a. Program.**

A program is a curriculum or course of study in a discipline specialty that leads to a certificate or degree. Each major within a program (but not each track or optional subfield) is considered a separate program.

b. Major.

A body of coursework in a discipline or integrated combination of disciplines usually amounting to between 30 and 50 percent of the total degree requirements; the concentration of work in a subject-matter major serves to distinguish one program from others leading to the same or a similar degree.

c. Minor.

A body of course work in an area of the same scope as constitutes a major but usually amounting to only 14 to 25 percent of the total degree requirements.

d. Emphasis Area.

One of two or more alternatives within the same major but usually affecting only 20 to 40 percent of the requirements in the major.

e. Option.

One of two or more alternatives within the same major; the differences between the options usually amount to 50 percent or more of the requirements in the major.

3. Programs, Units, and Titles.

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~~Prior Board approval is required for the addition of any new programs, and prior executive director approval is required for the discontinuance, expansion, or change in title in any of the programs or units specified in a. - c. below, and also for the offering of an existing on-campus program at an off-campus location or in cooperation with another institution, a business, or an industry.~~

Executive Director approval is required 30 days prior to the implementation of any discontinuance, expansion or change in title in the programs and units identified in 3a - b below including off-campus programming in cooperation with another institution, business, agency or industry. The executive director may refer any of the above requests to the Board or its designated Committees for review and action. The creation of any new program outlined in 3.b or any other request having a financial impact of \$150,000 or more will require Board approval prior to implementation.

Those program, unit and title changes approved by the Executive Director shall be reported quarterly to the Board.

a. Academic or Vocational ~~Programs or~~ Units.

- (1) Departments
- (2) Institutes
- (3) Offices
- (4) Centers
- (5) Divisions
- (6) Schools
- (7) Colleges
- (8) Campuses

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(9) Branch Campuses

(10) Administrative units of research or public service

b. Credit Bearing Instructional Programs.

(1) Majors; however, minors for which there are no corresponding baccalaureate programs, emphases and options do not require Board approval unless the fiscal impact is greater than \$150,000.

(2) Certificates

(3) Degrees (Associates, Baccalaureate, Masters, Doctorate)

~~e. Research and Public Service.~~

~~(1) Administrative units of research~~

~~(2) Administrative units of public service~~

4. Approval Procedures.

General guidelines for review and approval of programs and program components will be set forth in an Academic Affairs and Program procedures manual.

Subsequent to institutional review and consistent with institutional policies, procedures, and schedules, requests for the addition of any new programs above will be submitted by the institution as a Notice of Intent to the Academic Affairs and Program Committee for review and recommendation prior to submission to the Board. If the Academic Affairs and Program Committee recommends approval, a full proposal may be requested and must be distributed in the required time prior to review by the Academic Affairs and Program Committee. ~~Substantive new program requests are normally considered by the Board in June unless a request for consideration at another time has been approved by the Board. The only programs that are exempt from these procedures are requests for new minors by an institution offering a baccalaureate program in the same discipline. A written announcement to the Academic Affairs and Program Committee of a new minor program, which is to be offered within an existing baccalaureate program, is considered adequate notification.~~ Those proposals approved by the

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Board that require new state appropriations will be included in the annual budget request of the institution and the Board.

Executive director approval for the discontinuance, expansion, or change in title of any of the programs, program components or units which do not require Board approval will be obtained by the agency giving ~~420~~ 30 days notice to the executive director prior to the effective date of such discontinuance, expansion, or change of title.

5. Courses.

The addition, discontinuance, or change in title or description of individual courses must receive prior review by the executive director. The executive director may choose to notify the Board of significant course additions that raise programmatic considerations or consequences.

6. Official Program and Degree Listing.

The Office of the State Board of Education will maintain the Official Program and Degree Listing of Board-approved programs and degrees offered at the institutions. The vocational education programs at Eastern Idaho Technical College, North Idaho College, and the College of Southern Idaho will be included in the list. Changes or modifications to the Official Program and Degree Listing require prior Board approval.

7. Faculty/Staff/Student Rights.

Any faculty or staff terminated as a result of a program discontinuance based upon Section III.G.4 shall be entitled to the procedural rights outlined in IDAPA 08.01.02250 *et seq.*

Students enrolled in a program scheduled for discontinuance under Section III.G.4 shall, when there is a similar program within the state, be provided with information on transferring to that program. If there is no similar program within the state, currently enrolled students shall be permitted to complete the program in accordance with existing graduation requirements.

7. Final Reading of Accreditation Policy

BACKGROUND:

During the 1999 Legislative deliberation of SB 1255 (endorsed by the State Board of Education), there was some discussion between Board staff and various legislators regarding accreditation and those accrediting agencies recognized by the Board. As a consequence of those discussions, it was determined that the Board policy on Accreditation was in conflict with Idaho Code 33-107 (6)(a) and 33-2401.

DISCUSSION:

Board staff reviewed the Idaho Code and Board policy and consequently proposed new language to the current State Board of Education Accreditation Policy that parallels language in Idaho Code 33-107 and 33-2401. Those changes essentially provide for Board recognition of those accrediting bodies also recognized by the U.S. Department of Education. This policy change was approved by the Board for first reading at the April 1999 meeting. No subsequent changes have been made to the policy since the first reading.

RECOMMENDATION:

Staff recommends approval of the Board's revised Accreditation Policy for final reading as exhibited in Item 7.

COMMITTEE ACTION:

It was agreed to forward the modifications to the Accreditation Policy as exhibited in Item 7 to the full board for its consideration and action with a recommendation to approve/ disapprove/ table for final reading.

BOARD ACTION:

It was moved by _____ and carried to approve/disapprove/table the revisions to the Accreditation policy for final reading as exhibited in Item 7.

M. ACCREDITATION

1. Recognized Accrediting Agencies

The State Board of Education only recognizes accreditation by the six (6) regional accrediting associations and the national ~~professional~~ accrediting associations which ~~require, as a condition of membership, accreditation by one (1) of the six (6) regional accrediting associations~~ are recognized by the U.S. Department of Education. These six (6) regional accrediting associations are:

Middle States Association of Colleges and Schools
New England Association of Schools and Colleges
North Central Association of Colleges and Schools
Northwest Association of Schools and Colleges
Southern Association of Colleges and Schools
Western Association of Schools and Colleges

2. Recognition as Accredited Institutions

Any institution that wishes to be recognized as an accredited institution must submit to the executive director at least ten (10) days prior to a regularly scheduled Board meeting documentation showing its accreditation status with an accrediting organization recognized by the Board. The executive director is responsible for verifying the institution's submission and making a recommendation to the Board.

3. Institutional Reports

A copy of the self-study completed by an institution under governance of the Board will be submitted to the Office of the State Board of Education upon request. A copy of the final report and recommendations from the accrediting agency must be submitted by the institution to the Office of the State Board of Education for review prior to institutional submission to the Board. The Board's executive director or his or her designee will be the Board's representative during all accreditation studies.

The chief executive officer of the institution will inform the Office of the State Board annually, through the executive director, of any impending accreditation reviews.

8. Final Reading of Developmental Education Policy Change

BACKGROUND:

Staff, working cooperatively with the Board's postsecondary institutions, continues to monitor and review Board policies in light of the ever changing education climate. This Developmental Education Policy was developed and implemented over a decade ago; hence, an assessment and review is timely. The policy changes were developed and recommended by the Council on Academic Affairs and Programs (CAAP) and were approved by the Board for first reading at the March 1999 meeting.

DISCUSSION:

The general public continues to confuse "remedial education" with "developmental education". This policy modification clarifies the distinction between the two terms. The former usually applies to recent high school graduates or those students who do not complete their secondary studies. The latter term more accurately addresses those individuals who have not been involved in postsecondary education for some time and are seeking review courses to prepare them for postsecondary experiences.

RECOMMENDATION:

Staff recommends approval of the Board's revised Developmental Education Policy for final reading.

COMMITTEE ACTION:

It was agreed to forward the modifications to the Developmental Education Policy as exhibited in Item 8 to the full board for its consideration and action with a recommendation to approve/disapprove/table for final reading.

BOARD ACTION:

It was moved by _____ and carried to approve/disapprove/table the revisions to the Developmental Education policy for final reading as exhibited in Item 8.

Idaho State Board of Education
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SUBSECTION: S Developmental Education

ITEM 8

First Reading March 1999

Final Reading June 1999

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S. DEVELOPMENTAL EDUCATION (REVIEW COURSES)/REMEDiation

1. Coverage.

~~Academic~~ All students at the University of Idaho, Idaho State University, Boise State University, Lewis-Clark State College, College of Southern Idaho, North Idaho College and Eastern Idaho Technical College are included in this subsection. ~~The developmental education policy does not apply to postsecondary and community college vocational-technical students.~~

2. Definition.

It is worth noting that what the general public refers to as “remedial education” is often also defined as “developmental education” by the academic community. The State Board of Education believes that a distinction can be made between the two terms.

a. Developmental education (review courses) is aimed at developing the diverse talents of students, both academic and nonacademic; ~~It~~ It is designed to develop strengths as well as to ~~correct weaknesses~~ review previous curricular areas of students who have not been involved in postsecondary education for some time. Developmental education implies improvements (i.e., review) of a student's skills and knowledge deemed necessary to enter a particular course of study or program ~~for which the student was previously ineligible or is judged to have little probability of success without first developing special skills and knowledge. Developmental education could also imply duplication of the secondary school program in those curricular areas where deficiencies exist in order to ensure a greater likelihood of success.~~

b. Remedial Education, for purposes of this policy, is defined as a duplication of a secondary program/course and support services in basic academic skills. Remediation usually involves recent high school graduates or those students who did not complete their secondary curriculum. Further, these students have little probability of success without first developing special skills and knowledge through remedial course work.

3. Philosophy.

Meeting the need for developmental education and remedial education is a function of Idaho's higher education system.

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Regardless of upgraded secondary school graduation requirements or more rigorous admission standards, there will be students in the college and universities who have chosen not to enter the postsecondary system after graduation from high school, or who exhibit deficiencies in certain fundamental basic academic skills. ~~This is particularly true because the mean age of higher education's student population will continue to increase.~~

Thus, in the future, review courses will be directed primarily toward students who have a potential for success but have been away from school for some time. With the acceptance of such a reality, the college or universities have an obligation to provide review courses for those individuals in need of developmental instruction. Further, ~~the~~ role of the college and universities in remedying basic academic deficiencies and reinforcing those cognitive abilities necessary for likely success is justified, particularly when for some it determines whether or not they become productive citizens.

4. Policy.

- a. The college and universities will establish a mechanism for diagnostic testing in English, reading, mathematics, and natural sciences, and provide the opportunity for corrective measures.
- b. The college and universities will provide review courses for those individuals in need of developmental instruction.
- c. The college and universities should determine the feasibility of developing individualized approaches (using available technology) as an alternate delivery system in responding to developmental/remedial education needs of students.
- d. Students with identified ~~academic~~ postsecondary weaknesses should be limited in the number of credits taken during the first semester of the freshman year and furthermore should be the beneficiaries of special ~~academic~~ support and advisement tailored to their particular needs.
- e. Developmental and remedial courses ~~will not be offered for college or university credit and~~ will not apply toward the requirements for graduation.

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III POSTSECONDARY AFFAIRS

SUBSECTION: S Developmental Education

First Reading March 1999

Final Reading June 1999

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- f. Developmental/Remedial credit hours will be funded from the general education appropriation in the same manner as ~~academic~~ other credit hours. Fees for these courses will be the same as academic /vocational education courses, and the institutions may charge laboratory fees as provided in Section V, Subsection R,2,a. Developmental credit hours will be separately identified and reported to the Board.

5. Institutional Policies.

Each institution will develop internal policies and procedures on developmental and remedial education which are consistent with Board policy.

9. NEW PROGRAMS: Council on Academic Affairs & Programs Recommendations

SUBJECT:

Master of Science, Engineering Structures & Mechanics, Idaho State University

BACKGROUND:

At its March 30, 1999 meeting, the Council on Academic Affairs and Programs (CAAP) reviewed the full proposal to establish a Master of Science, Engineering Structures & Mechanics at Idaho State University. At that time, CAAP asked for clarification about the use of the term "structures" in the title of the degree. ISU has since provided that additional clarification to the satisfaction of the CAAP. In addition, at its April 8, 1999 meeting, the Statewide Engineering Education Advisory Council (SEEAC) reviewed and recommended approval of the full proposal to be offered by Idaho State University.

DISCUSSION

Currently ISU offers a Master of Science in Engineering with specialization in Environmental Engineering and Measurement and Control Engineering. This new M.S. in an interdisciplinary program designed to cross the traditional fields of electrical and mechanical engineering. The proposed program will also be offered to the Idaho Falls/INEEL communities via two-way video and audio technology. Reorganization of the existing curriculum and the use of current faculty have kept cost to a minimum. Survey data and letters of support from the private sector indicates significant demand. Fiscal support for this proposed degree is from the reallocation of funds. Those FY99 costs are \$42,000; FY00 costs are \$43,200 and FY 01 costs are \$44,400.

RECOMMENDATION

The Council on Academic Affairs and Programs (CAAP) reviewed this Full Proposal for quality, duplication, centrality, demand and fiscal resources in accordance with Board policy. The Council recommends to AAPC and the full Board approval of this request from ISU.

COMMITTEE ACTION

To agree by consensus to forward to the full board for its consideration and action the Full Proposal to establish a Master of Science in Engineering Structures & Mechanics at Idaho State University with a recommendation to approve/not approve/table.

BOARD ACTION

It was moved by _____ and carried to approve/disapprove/table the establishment of a Master of Science in Engineering Structures & Mechanics at Idaho State University.

10. New Academic Programs: Council on Academic Affairs & Programs Recommendations

SUBJECT: Idaho Dental Education Residency Program, Idaho State University

BACKGROUND:

In February 1995, the State Board of Education's Special Health Programs Committee-II issued its last report/recommendations on dental education. That report and recommendation did include a discussion of assessment and needs for Advanced Education in General Dentistry Program. Since that report ISU has been gathering data in concert with the American Association of Dental Schools, and the Postdoctoral Application Support Service. As a consequence of those efforts and the significant growth of Idaho and the surrounding region, the demand for a dental residency program is very high.

DISCUSSION

The Advanced Education in General Dentistry (AEGD) Residency program is a one-year post-doctoral experience for graduates of an accredited school/college of dentistry. This proposed AEGD Residency would require specific program accreditation by the Commission on Dental Education. Initial steps have been completed and the Commission in January 1999 granted preliminary provisional approval. Provided the SBOE approves this request, full accreditation would be in the Spring of 2001.

This proposed AEGD Residency would use the same faculty as the ISU Family Medicine Residency Program and would work collaboratively in supporting and treating Idaho citizens. In addition, Health West, a private health care provider, wishes to utilize the dental residents as dental providers as well. The residents would serve both on-campus patients and patients in Health West clinics.

Benefits to the state include enhanced opportunities to current IDEP students and the offering of dental services to citizens who can not afford or otherwise receive dental care.

The source of funds involves internal reallocation, a request for new federal dollars and practice receipts.

FY00

Internal reallocation: \$228,000
Federal funds: \$240,500

FY 01

Internal reallocation: \$44,400
Federal funds: \$187,700
Student fees: \$7,800
Practice receipts: \$125,000

FY02

Internal reallocation: \$44,400
Above MCO request: \$118,000
Federal funds: \$83,319
Student fees: \$7,800
Practice receipts: \$137,200

RECOMMENDATION:

The Council on Academic Affairs and Programs (CAAP) reviewed this Full Proposal for quality, duplication, centrality, demand and fiscal resources in accordance with Board policy. The Council recommends to AAPC and the full Board approval of this request from ISU.

COMMITTEE ACTION:

To agree by consensus to forward to the full board for its consideration and action the Full Proposal to establish an Idaho Dental Education Residency Program at Idaho State University with a recommendation to approve/not approve/table.

BOARD ACTION:

It was moved by _____ and carried to approve/disapprove/table the establishment of an Idaho Dental Education Residency Program at Idaho State University.

11. Idaho-Washington Reciprocity Agreement

BACKGROUND:

For well over a decade the Idaho State Board of Education and the Washington Higher Education Coordinating Board (HECB) have had an agreement that enhances access to educational opportunities for residents of Idaho and Washington at reduced tuition rates. The current agreement expires on June 30, 1999.

DISCUSSION:

The dollar amounts currently waived by each institution under the terms of the 1998-1999 agreement are included below. The terms of the contract call for each institution to waive a total of \$601,775 +/- \$500. The HECB and the OSBE believe that the agreement should be extended for 1999-2000 with the same terms, including the dollar amount waived. The institutions, CAAP and the Presidents also support the continuation of the agreement for the next academic year.

<u>Idaho Institution</u>	<u>Amount Waived</u>	<u>Washington Institution</u>	<u>Amount Waived</u>
University of Idaho	319,275.00	Walla Walla Community College	225,000.00
Lewis Clark State College	152,720.00	Washington State University	216,775.00
Boise State University	65,130.00	Eastern Washington University	160,000.00
Idaho State University	65,130.00		
Total Waived	\$602,255.00	Total Waived	\$601,775.00

RECOMMENDATION:

Staff recommends approval of the continuation of the Idaho-Washington Reciprocity Agreement for 1999-2000.

COMMITTEE ACTION:

It was agreed to forward the proposed terms of the 1999-2000 Idaho-Washington Reciprocity Agreement outlined above to the full board for its consideration and action with a recommendation to approve/disapprove/ table.

BOARD ACTION:

It was moved by _____ and carried to approve/disapprove/table the continuation of the Idaho-Washington Reciprocity Agreement for academic year 1999-2000.

12. Professional Program Review

BACKGROUND:

For several decades the State Board of Education has appointed ad hoc committees to study and report back on topics of interest. Examples include nursing education, medicine, dentistry and dental hygiene, pharmacy, family practice residency and engineering education.

The last SBOE ad hoc committee to address medical education was the Statewide Medical Education Advisory Council. It issued its report to the Board in January 1997. Since that time, a number of issues have arisen such as access to and agreements for providing medical education, health care provider workforce projections, and legal education.

DISCUSSION:

Significant efforts to evaluate medical and dental education occurred during the mid-1990s. Since that time several topics have surfaced that deserve SBOE attention. Primary care vacancies in rural Idaho continue to be a problem for citizens in those communities. The impact of the Balanced Budget Act of 1997 resulted in major problems for the Family Practice Residency Programs and others. Further, the need to establish trend data for health care providers continues to be an issue. In addition, the legal community desires a review of legal education in Idaho.

RECOMMENDATION:

The Council on Academic Affairs and Program (CAAP) will discuss the potential need to review the various professional programs in the state. Those recommendations will be forwarded to AAPC on June 16, 1999.

COMMITTEE ACTION:

To agree to forward the Council on Academic Affairs and Programs' recommendations on professional program review to the full board for its consideration and action.

BOARD ACTION:

It was moved by _____ and carried to approve/disapprove/table the recommendations submitted by the Council on Academic Affairs and Programs concerning professional program review.

13. Idaho-Utah Medical Agreement

BACKGROUND:

Since July 1976 the State Board of Education has had an agreement with the University of Utah, School of Medicine (UUSM) to reserve a specific number of seats for Idaho residents. The 1982 Idaho-Utah medical agreement set the annual support fee per Idaho student consistent with the WICHE Commission medical education support fee. For the past decade that medical support fee has remained at \$22,800 per student. In addition, the 1982 Idaho-Utah medical agreement established an Idaho surcharge fee of \$1,330 which is paid annually by the Idaho student to the UUSM. The present surcharge is \$3,134 per student per year. The current agreement (1995-1999) expires August 1999 and the UUSM would like to renegotiate the fees paid by students and the state of Idaho for the next contract period.

DISCUSSION:

The UUSM has recently increased its Utah resident tuition \$2,500 for the next academic year to a total of \$10,500 per year. At the present time the state of Idaho pays UUSM \$19,664 per Idaho student. In addition, the Idaho student pays in-state tuition plus a surcharge fee of \$3,134 per academic year. (The sum of the state appropriation and the surcharge equals the WICHE medical support fee of \$22,800.) The UUSM would like to review the terms of the contract attaching the annual support fee to the WICHE Commission. Furthermore, the UUSM respectfully requests that the Board review the issue of the Idaho surcharge fee and the fiscal impact upon the Idaho student. The fiscal impact on the FY01 budget may be considerable.

RECOMMENDATION:

Staff would like the opportunity to discuss with the Committee and full board the history, current issues and the various options available to Idaho. Input from the Board will assist staff in working with UUSM on the 1999-2000 agreement. Until these details can be addressed and agreed upon, staff recommends a temporary extension of the current agreement until May 2000.

COMMITTEE ACTION:

None at this time.

BOARD ACTION:

None at this time.

14. Hispanic Education Task Force - Indian Education Initiatives

BACKGROUND:

At the March 1999 SBOE meeting, the Board approved \$1.2 Million for Pre-service and In-service Multi-cultural Education and \$350,000 for the "Grow-Your-Own Teacher" program. These funds were to be a part of the Board's FY01 budget request; however, it is not clear as to whether these funds should be included in the institutions' budgets or the board's budget request. At the April 1999 meeting of the AAPC, it was agreed that the chief academic and fiscal officers would meet to explore the options and report back to AAPC, the Finance Committee and the Board at the June 1999 meeting.

DISCUSISON:

The chief academic officers and fiscal officers from the 4 four-year institutions have scheduled a joint meeting with the Education Deans and staff from the 70% Committee for June 17, 1999 to discuss the issue. Their report will be forwarded to both the Finance Committee and AAPC during their regular meetings. The full Board will hear those recommendations during Committee reports.

COMMITTEE ACTION:

None at this time.

BOARD ACTION:

None at this time.

15. Summary of FY 1999 Postsecondary Program Changes

BACKGROUND:

Board staff has historically reported annually those new and discontinued academic and vocational programs approved by the Board during the fiscal year. In addition, Board members have requested that staff report to AAPC those significant program changes approved by the Executive Director.

DISCUSSION:

Those postsecondary program changes approved by the Executive Director are exhibited in Item 15, beginning on page 42. The exhibit does not include minor catalog/curricular items such as course titles or prerequisites.

RECOMMENDATION:

None.

COMMITTEE ACTION:

None.

BOARD ACTION:

None.

ITEM 15

Academic Program Changes Approved by Executive Director FY 1999

Date	Program Change	Institution
5/99	Delete General Studies Major. Retain as a Minor.	LCSC
11/98	Advanced Certificate, Health Sciences Supervisory Leadership.	BSU
12/98	Create six emphases (Botany, Ecology, General, Molecular and Cell Biology) within existing major leading to B.S. in Biology.	BSU
3/99	Consolidate current M.S. Nursing Administration and Nursing Education options into single option called Leadership in Community-Based Nursing.	ISU
3/99	Add graduate major in Marriage and Family Counseling as part of existing Masters of Counseling.	ISU
3/99	New major in Marriage and Family Counseling within existing Masters of Counseling.	ISU
4/99	Offer existing B.S. in Speech-Language Pathology at the ISU Boise Center cooperatively with Northwest Nazarene College.	ISU
7/98	B.S. Agricultural Economics w/ major in Agribusiness in Idaho Falls.	UI
9/98	Discontinue Bachelor of Fine Arts in Photography.	UI
10/98	Discontinue Minor in Small Enterprise Management, Dept. of Business.	UI
1/99	Non-teaching option, B.S., Agricultural Education	UI

**New Professional-Technical Programs/Options/Degrees/Certificates approved during FY99
(Includes any requests that are still pending approval as of 6/7/99)**

BSU	Add an Advanced Technical Certificate to existing Electronics Technology program.	OSBE approval 1/12/99
CSI	Add two new 9-month/Certificate options to the Business and Office Technology program. The new options are Network Support Technician - Novell and Network Support Technician - Windows NT .	OSBE approval 6/5/98
CSI	Inactivate the Plant Operations Technology program. 1.00 FTE will be transferred from this program to the Information Technology program.	OSBE approval 12/8/98
CSI	Add an AAS Degree to the Fish Technology Program.	Still pending 6/7/99
CSI	Change the curriculum in the Diesel Technology program (AAS Degree and Technical Certificate), and to add an Advanced Technical Certificate to the existing program.	Still pending 6/7/99
CSI	Change the curriculum in the Auto Body Technology program (AAS Degree and Technical Certificate), and to add an Advanced Technical Certificate to the existing program.	Still pending 6/7/99
CSI	Add a 9-month Internetworking Technician option (Technical Certificate) to the Information Technology program.	Still pending 6/7/99
EITC	Change the title of the Marketing and Management program to Business Technologies , and add an 18-month Marketing and Management option to the program. (The existing AAS Degree under the current program title will transfer to the Marketing and Management option.)	OSBE approval 9/15/98
EITC	Change the curriculum in the Office Specialist option to the Office Technologies program (Technical Certificate), and to add an Advanced Technical Certificate to the option.	Still pending 6/7/99
EITC	Drop the Word Processing Specialist option to the Office Technologies program.	Still pending 6/7/99
EITC	Add an Advanced Technical Certificate to the Electronic Service Technician option to the Electronic Service Technologies program.	Still pending 6/7/99
EITC	Add a new Business and Computer Applications Technician option to the existing Office Technologies program.	OSBE approval 5/14/99
EITC	Change the curriculum in the Business Technology option to the Business Technologies program and add an Advanced Technical Certificate to the option.	Still pending 6/7/99
ISU	Add a Farm Business Management/ Graduate Seminar option to the existing Farm Business Management program.	OSBE approval 7/8/98
ISU	Add a Medical Transcription Vocational Certificate option (9 credits) to the existing Health Information Technology program.	OSBE approval 12/8/98
ISU	Add an AAS Degree Paralegal Studies option to the existing Office Technology program.	OSBE approval 4/2/99
ISU	Change the curriculum in the Child Development program (Technical Certificate) and add an AAS Degree to the program.	Still pending 6/7/99
ISU	Change the curriculum in the Building Construction Technology program, and add an Advanced Technical Certificate to the program.	OSBE approval 4/28/99
ISU	Add an Advanced Technical Certificate option to the Computer Software Engineering Technology program.	Still pending 6/7/99.
LCSC	Add a Legal Office Technology option to the Office Technology program - 9-months/Tech Certificate.	OSBE approval 12/8/98
LCSC	Add a 9-month Technical Certificate to the Agricultural Equipment Technology program.	OSBE approval 1/27/99
NIC	Change the curriculum in the Automotive Technology program (AAS Degree and 2-year Certificate). Delete the 10-month Technical Certificate.	Still pending 6/7/99.

16. Capacity Definition

BACKGROUND:

At the November 1998 Board meeting, the question of how to define or determine capacity was discussed. Consequently, the Council on Academic Affairs and Programs (CAAP) discussed this issue and presented its views at the January 1999 SBOE meeting. Following general Board discussion, Dr. Dillon asked AAPC to review the topic again.

DISCUSSION:

The CAAP will be discussing this topic at its June 16, 1999 meeting. A report on the discussion including recommendations will be presented to the Committee on June 17, 1999.

RECOMMENDATION:

None at this time.

COMMITTEE ACTION:

None at this time.

BOARD ACTION:

None at this time.

17. Report on Statewide Engineering Education Advisory Council (SEEAC)

Mr. Harold W. Davis will report on the April 8, 1999 Statewide Engineering Education Advisory Council meeting.